

Ettington Pre-School Ltd

Inspection report for early years provision

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EY342741

Inspection date

07/03/2011

Inspector

Sue Rogers

Setting address

Ettington C of E Primary School, Churchill Close, Ettington,
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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Ettington Pre-School Ltd was registered in 2007. It operates from purpose-built accommodation within the grounds of Ettington C of E Primary School in Ettington, near Stratford-upon-Avon. There is a fully enclosed outdoor play area. The pre-school opens Monday to Friday and sessions are from 8.30am until 4.45pm, all year around. The pre-school is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 32 children aged from two to eight years may attend the pre-school at any one time. There are currently 62 children from two to eight years old on roll, of whom 47 are in the early years age group. The pre-school receives funding for early education places. Children attend for a variety of sessions. It supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are 12 full time members staff including the manager who work with the children. Of these, nine hold appropriate early years qualifications. Three members of staff have National Vocational Qualifications (NVQ) at level 6 and have qualified teacher status. Six members of staff have NVQs at level 3 and one member of staff has a NVQ at level 5. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in this richly resourced and well organised pre-school. Highly individualised support is provided by the knowledgeable and committed staff team, providing extensive support for children's individual development. Children enjoy challenging learning experiences that meet their specific needs, resulting in a wholly inclusive environment. Staff have developed a highly effective system to measure the effectiveness of the setting. The pre-school demonstrates an excellent capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further opportunities for parents to contribute to their child's ongoing learning and development.

The effectiveness of leadership and management of the early years provision

Safeguarding is excellent. Children's safety is given high priority as managers receive comprehensive training and staff are confident in their knowledge of all

child protection procedures. Rigorous policies ensure children enjoy exceptional protection. Children feel very safe and secure throughout all their activities, responding very well to the skilled and caring staff. Thorough and prompt recruitment and vetting procedures are in place for all adults who work with the children. Well documented and methodical risk assessments enable children to enjoy challenges and protect them from harm. This enables children to gain an excellent awareness of their own safety needs so they feel comfortable during challenging activities.

Staff are exceptionally well motivated in their role and use every opportunities to develop their professional expertise, skills and qualifications. Staff training is diligently monitored through the meticulous appraisal system, ensuring that staff are exceptionally well supported in their role. Children thrive in this setting and staff track their individual stages of development carefully to help them make excellent progress. Careful assessments and the sensitive awareness of staff ensure that children with special educational needs and/or disabilities are wholly supported. Children who speak English as an additional language are supported very effectively through a range of creative strategies and partnerships. All policies and documentation are highly effective, subject to regular review and accurately reflect the service offered. Staff regularly complete specialised training, which enables them to provide a highly professional service that meets each and every child's individual needs.

Partnerships with parents, carers and other professionals are excellent. A skilled and cohesive staff team are well supported in their role through the strong management structure. Staff successfully work with other professionals and parents to extend their expertise further and ensure that children's individual needs are sensitively met. Children's starting points are carefully assessed before they enter the pre-school and a sensitive settling in procedure ensures that they quickly become familiar and relaxed. Parents have access to a large amount of information about the running of the pre-school. Although parents are included in all aspects of their child's care and education, not all parents currently contribute towards their child's learning and development on a regular basis. Staff have identified this as an area to improve and are working towards higher levels of engagement with parents. Parents say that staff work hard to offer them excellent levels of support and reassurance. Strong links with schools and other early years settings ensure that children are fully supported when they move into mainstream school. Staff are skilled at listening to the needs of the children, ensuring that changes and improvements are accurately informed by their needs.

Staff are actively involved in monitoring the effectiveness of the pre-school. This process takes in to consideration the views of the children, parents and other agencies and serves to inform all future developments in the pre-school. Staff work continuously to improve the service and this ensures the continued success of the pre-school. Equipment and resources are of an excellent quality and positively reflect different cultures, celebrations and beliefs. The environment is used creatively to provide stimulating experiences for children where they learn and explore.

The quality and standards of the early years provision and outcomes for children

Children make exceptional progress in this well resourced and stimulating pre-school. The needs of individual children are placed firmly at the heart of the planning. Children's individual learning records are very well documented by staff and record children's development against individual areas of learning. Staff confidently change planning to reflect children's immediate interests and spontaneous learning opportunities. This ensures that the learning environment remains consistently exciting and encourages children to make rapid progress. Children have exceptional opportunities to learn about the world around them as they explore hedgerows and observe and discuss farm animals in the nearby fields. They become aware of sustainability issues through making their own compost from fruit and vegetable peelings and growing their own vegetables in their garden. Children demonstrate their maturity and independence as they work as a team to establish an outdoor sensory garden. They concentrate carefully as they discuss the textures of plants and discuss the habitats and characteristics of insects. Children learn to respect small animals when carefully handling a hamster and making sure it has enough water and food.

Children communicate exceptionally well with each other. They discuss their forthcoming holidays and continually develop their vocabulary as staff introduce new words. They learn to appreciate different ways of communicating through using sign language. Children develop their writing skills when they mark make with chalk on paving slabs and enjoy making their own labels for their 'holiday luggage' during role play. The rich learning environment contains many opportunities for children to appreciate that text carries meaning. They thoroughly enjoy participating and listening to stories while contributing their own opinions and suggestions. Children are exceptionally independent as they pour their own drinks, chop bananas carefully and consider the needs of others as they play. Their mature approach further promotes additional learning opportunities as they support each while completing jigsaw puzzles. Older children who attend during the school holidays enjoy carefully planned activities that are highly suited to their age range. The pre-school is extremely well organised and successfully accommodates the differences in children's ages and abilities.

Children understand why a healthy lifestyle is beneficial and enjoy choosing healthy snacks and well balanced packed lunches. The rich and varied play environment enables children to thoroughly enjoy physically challenging activities. They demonstrate their resourcefulness as they initiate innovative outdoor play experiences using conkers, twigs, trees and crunchy leaves. A constant supply of accessible fresh water in each room ensures that they always have enough to drink. The carefully chosen resources and excellent organisation of space is consistently influenced by children's needs and interests. The highly effective key worker system ensures that staff have an excellent knowledge of each child in their care. Children's excellent understanding of their personal care needs is promoted through effective hygiene routines.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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